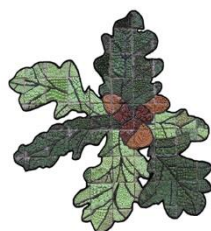


Denton and Harlaxton CE Primary Schools



Special Educational Needs and Disabilities Information Report and School Offer



Updated October 2025

Our schools

Denton and Harlaxton are both small village schools that federated in 2011 located on the outskirts of Grantham, a market town. Together we develop the whole child by developing the whole community. As inclusive church schools, we use positive and consistent expectations to help all members of our community to flourish. We work towards achieving excellence and recognising the value of everyone becoming agents of positive change.



The School Vision

This easy to remember statement sums up our vision for our children within our community. Together we can...



Learn
Encourage
Aspire
Respect
Nurture

Our full vision is:

With God, Together we can Learn, Encourage, Aspire, Respect and Nurture

And the child grew strong; he was filled with wisdom, and the grace of God was on him.

Luke 2:40



We believe in a collaborative approach – developing the whole child by developing the whole community together. As an inclusive church school, we use positive and consistent expectations to help all members of our community to flourish. We work towards achieving excellence in all we do, and we recognise the value of everyone in our school and seek to enable all to become agents of positive change in the world.

The Code of Practice



The Special Educational Needs and Disability (SEND) Code of Practice provides statutory guidance on the SEND system for children and young people aged 0 to 25 years. It ensures consistent and precise support is available for children and gives children, young people and their families greater control over choices and decisions made about SEND to ensure their needs are properly met. It enables schools properly meet the needs of children and young people and that appropriate progress it made. Follow [this link](#) read the Code of Practice in more detail.

Our SEND Team

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) is responsible for the operations of the Special Educational Needs and Disabilities as specified in the Inclusion Policy, that can be found on the school website. SEND is lead by a team at both Harlaxton and Denton schools; Mrs Harper has undertaken the National Award for SEN Co-Ordination and has many years experiences in SEND. Mrs Mackey, the Assistant SENDCo supports Mrs Harper, whilst also leading Wellbeing across the federation. She has completed many additional training opportunities including the Mental Health First Aid training and Leading a Mentally Healthy School. Mrs Whitworth is one of our Deputy Designated Safeguarding Leads and Learning Mentor trained to support children and families through Emotional Literacy Support (ELSA) and also guide families through Early Help Assessment (EHA) and Team around the Child (TAC) with liaising with other professionals.



Mrs. Rachel Harper
SENDCo



Mrs. Janet Mackey
SENDCo Assistant



Mrs. Siobhan Whitworth
Learning Mentor & TAC Lead

The SEND team liaise with the teaching staff to monitor progress and guide with the support and/or interventions to support meeting those barriers to learning and reduce the gaps in attainment.

The Local Offer

The Local Offer was first introduced following the Green Paper (March 2011) as a 'local' proposal of support to all services available to help children with disabilities and children with Special Educational Needs (SEN) as well as support for their families. This website is easy to understand and shows information that identifies what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child'. It can even recommend hairdressers for children that are reluctant to attend.



Follow [this link](#) for the Lincolnshire Family Services Directory and Local Offer to access further support and guidance. If you need any further support, please speak with the SEND Team.

Our School Offer

We believe that: every child has an entitlement to personal, social and academic development and *must* be given the opportunity to achieve their potential in learning. The federations Inclusion Policy can be found on the school website. This outlines our schools strive to improve the learning *and* raise the achievement of pupils with Special Educational Needs and Disabilities.



Our School Offer outlines the nature and management of Special Educational Needs and Disabilities at Denton and Harlaxton CE Primary Schools and reflects the consensus of the whole teaching staff across the federation. It has been discussed by staff and approved by the Governing Body. The implementation of this offer is the responsibility of the Head Teacher and all teaching and classroom support staff.

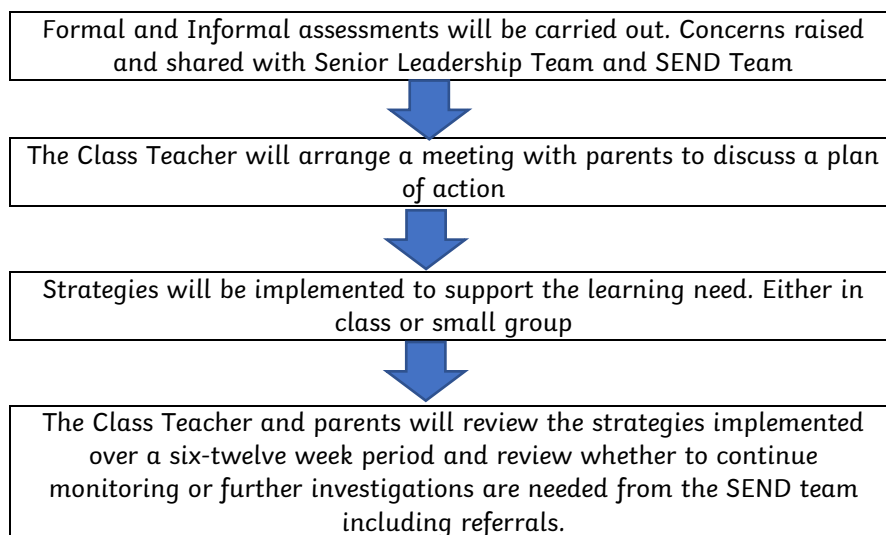
Within this document, we hope to offer you, the parents/carers, a guide to what information and support you can access in our schools, however if you fail to find what you are looking for, please do not hesitate to contact either school for further information and/or advice.

What do we do if we identify a child needs extra support/help?

Denton and Harlaxton CE Schools use termly assessments to identify attainment and progress of all our learners alongside the teachers professional judgements. Concerns of children falling behind their potential and not meeting their personal targets are shared in termly pupil progress meetings (if not sooner). The class teacher may share and discuss these concerns with parents and specific support, interventions or boosters will be planned and delivered. From these, the class teacher and parents discuss progress made and monitor along with listening to the child's views of these barriers to learning. Where progress is slow or minimal, the SEND team may get involved through observations, discussions with class teachers and parents. Then, further assessments may be undertaken should progress be minimal or to see if there are additional concerns.



If the school have a concern and feel the child would benefit from extra help through a 'catch-up' intervention or booster, these steps are taken.



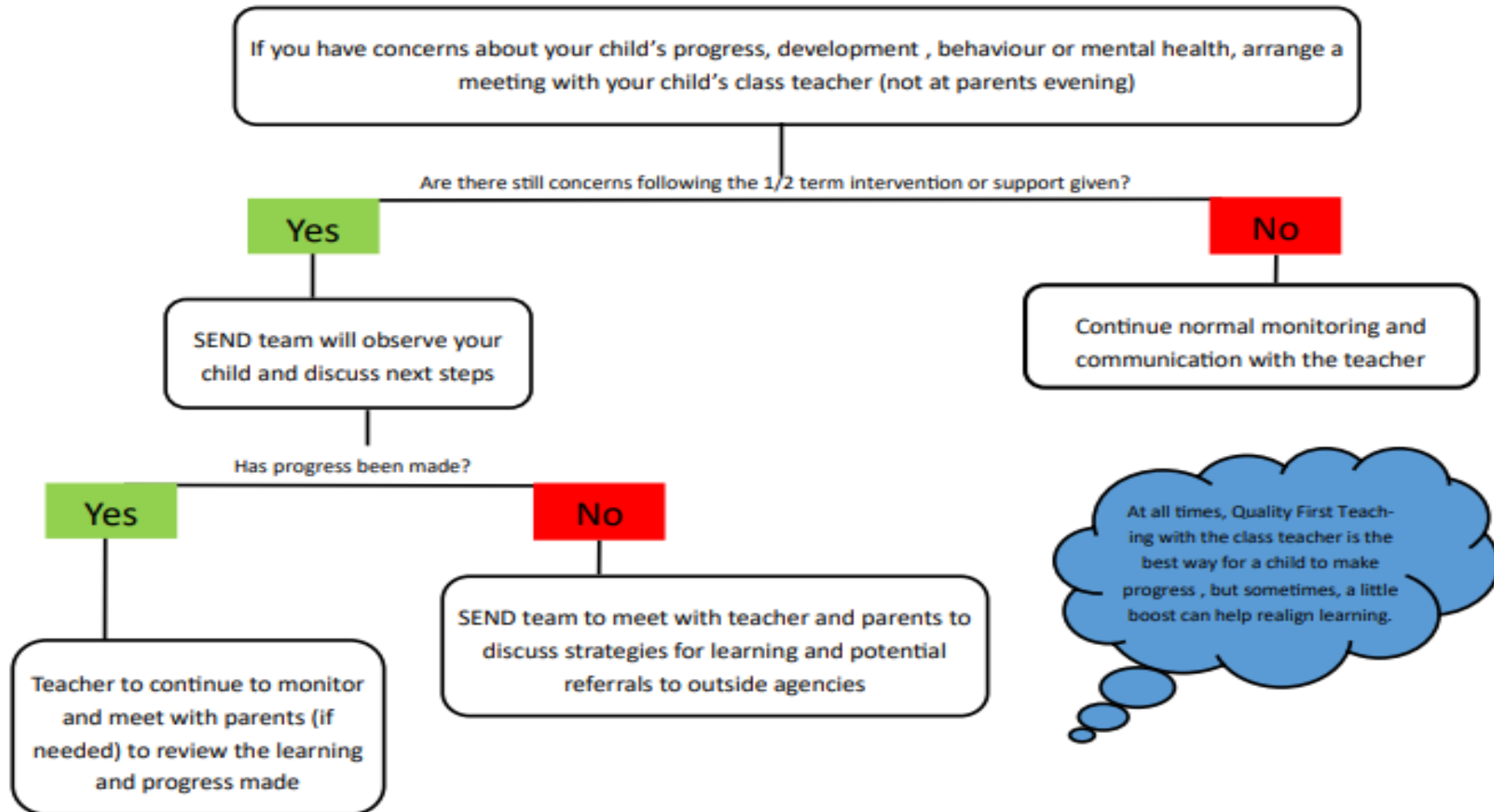
What do parents do if they identify their child needs extra support/help?

We strive to build positive relationships with parents, to be clear and honest, listen to and share concerns. We have an open-door policy, where we are available for you to approach us to discuss any matters. If you have concerns over your child's development and progress, contact your class teacher in the first instance to chat or to arrange an appointment. At this step, you can review your child's learning, their attitude and highlight any concerns that you may have. If necessary, the teacher may arrange an additional meeting with the SEND Team. Time will be taken to investigate these concerns and, if necessary, informal or formal assessments may be carried out and next steps planned, whether that be to implement interventions and/or monitor strategies. At this stage, successes will be reviewed, and further steps planned, should further investigations be needed. (See flow chart below). We have a direct email address: sendco@gracefederation.co.uk if you need to speak to us.



If the parent has a concern and feel the child would benefit from additional support, follow the Parental Concerns Flow Chart below:

Parental Concerns Flow chart



How do I know if my child has SEND?

You may notice that your child is not progressing/developing in the same way to their siblings or their peers. They may have differences that are consistent and persistent and are giving you a little 'niggle'. If school have identified and shared these concerns and a round of intervention or booster has occurred, your child may have not yet made significant progress. At this point, the SEND team will become involved and discuss the next steps. Here, we identify whether the child has a particular barrier to learning and whether he/she should be identified as SEND. A child may show signs of SEND if they:

- Have a significantly greater difficulty in learning than most children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities.
- Where adaptations to the teaching methods are needed to ensure learning takes place.
- A physical or mental impairment.
- Poor short-term memory.
- Short concentration and high level of distractibility.
- Poor listening and attention skills.
- Lack of progress in a particular area where the child has received additional educational provision.
- Where adaptations are 'additional to and different from'.

(Identified within the SEN Code of Practice 2014)

Medical Needs

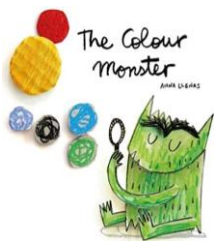


Children with health and medical conditions and some disabilities may not require additional support with their learning therefore not all children with medical needs will be identified with SEND. If your child has a specific medical need, please contact the office so their records can be updated centrally. A Health Care Plan may need to be created and put into action. This can be informed to all staff of the specifics of the condition and what should be done to support the needs of the child. E.G: Epilepsy, Anaphylaxis, Asthma. If your child needs ongoing medication, please contact the office, and complete a medicine administration form. All medicines will be stored securely in a medical cupboard/bag and distributed, as necessary. Staff will be trained accordingly to the needs of children in the school.

Social and Emotional wellbeing

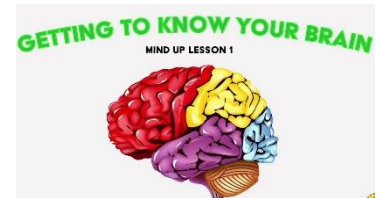
As well as learning difficulties, a child may struggle with their mental health and wellbeing. Over the past few years, we have seen a significant rise in the support needed from both in-house school support to seeking advice and guidance from external professionals. As a result of this, we have enhanced the support we offer, and we are proud of the variety of pastoral support at Denton and Harlaxton CE Schools. Both schools have various staff trained in Emotional Literacy (ELSA) that can deliver small group and 1:1 intervention support. Find out more about ELSA [here](#), to a vast range of interventions such as Lego Therapy and Feelings Detectives. Children can suffer wellbeing difficulties at any point throughout their childhood, from self-esteem and self-belonging to bereavement and anxiety. We try to use a range of strategies to support children in need, but also, we aim to be proactive in supporting mental health where possible.





We use a range of literature to support us including Ruby's Worry, The Invisible String and The Colour Monster. Encouraging children to talk and have their voice is important and we promote this through Collective Worship and weekly Personal, Social, Health and Education (PSHE) sessions. We work alongside agencies such as Healthy Minds Lincolnshire and Here4You which offer training for staff and guidance for parents as well as workshops and sessions for children. Healthy Minds support can be accessed via their website, or found [here](#). Here4You can be found [here](#).

We have now implemented the Mind Up programme alongside our PSHE curriculum in class and during Collective Worship. This teaches the children how their brain works, and the different areas impact their emotional wellbeing and regulation. Daily Core Practice is practised at regular intervals throughout the day, and mindfulness activities completed to support this.



What if my child suffers with Social, Emotional, and Mental Health difficulties?

Social, Emotional and Mental Health (SEMH) needs are a type of Special Educational Needs where children have difficulties in managing their emotions and behaviour. Often, they can show inappropriate responses and feelings to situations. This means that they may have trouble in building and maintaining relationships with peers and adults; they can also struggle to engage with learning and to cope in classroom without additional strategies and interventions.

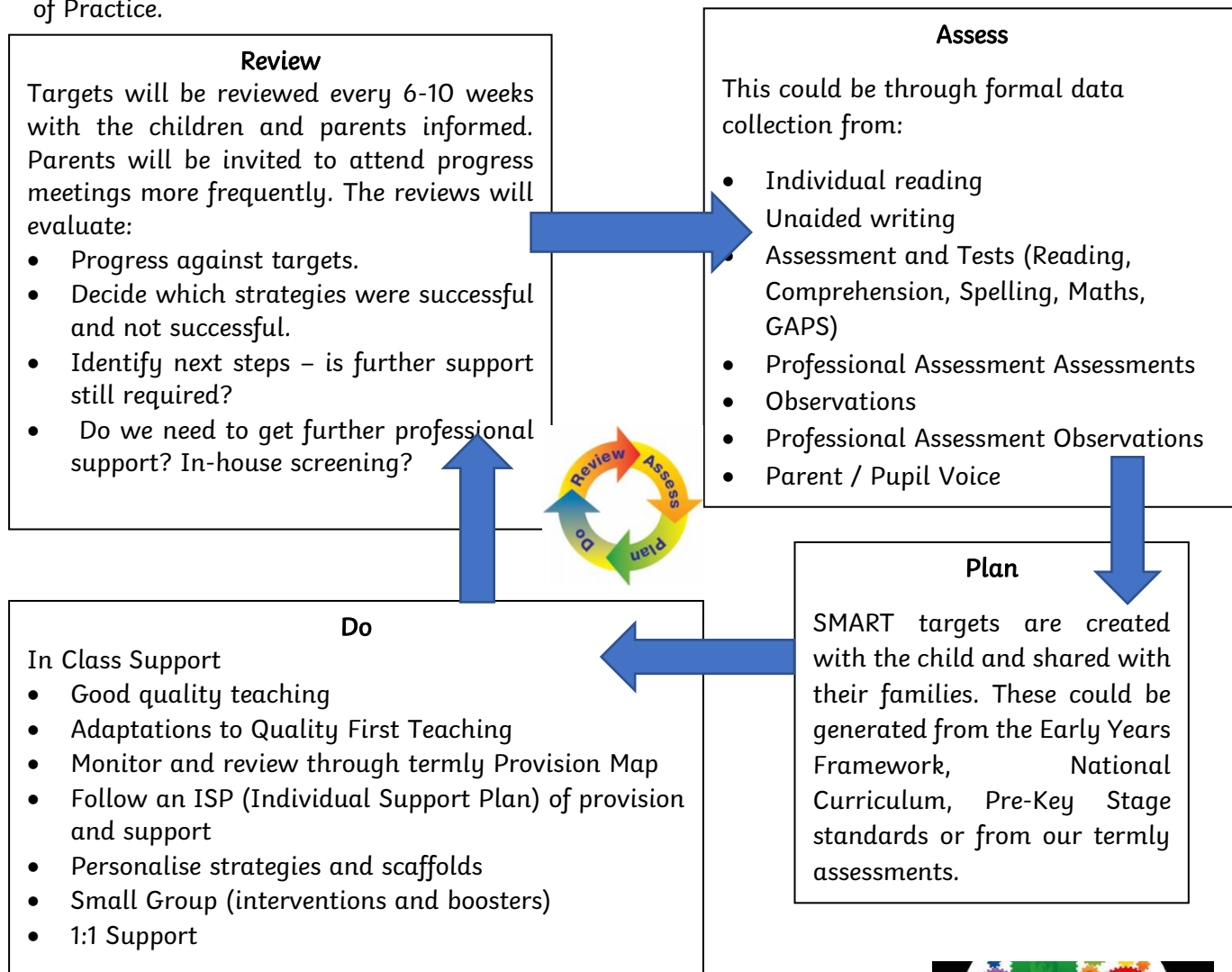


Children with SEMH will often feel anxious, scared, and misunderstood. Parents and teachers will identify and share their concerns and identify the difficulty the child may have through regular discussions. Sometimes trigger points may be identified and barriers overcome. Alternatively, interventions need to occur to identify strategies of how to manage emotions and behaviours. As a team, we would liaise to make sure we get the most out of the intervention to support the children involved. Assessments using a range of methods including scaling our concerns happen before any intervention begins. This then supports evaluating the success of the intervention. We can feedback on these sessions, although must respect the privacy and confidentiality which has been established through trust. Any disclosures and Child Protection issues will be reported to the Designated Safeguarding Leads and dealt with appropriately.



Plan, Do, Assess, Review

If your child requires further support, then we implement a graduated approach as per the SEN Code of Practice.



What can we offer for the areas of need?



Cognition and Learning Interventions

OWL – Reading Comprehension

Nessy – Phonics and Reading

Hairy Letters - Phonics

RWI – Phonics, Reading and Comprehension

RWI – Fresh Start

RWI – Fast Track

RWI - Spelling

The Magic Belt – Reading / Comprehension

Bear Necessities – Phonics

Dancing Bears – Phonics and Reading

TT Rockstars

Nessy Number Sense

Precision Teaching

Visual Memory Games

Auditory Memory Games

Teacher led boosters

Colourful Semantics

Write from the Start

Action Words

Alphabet Arc

Language and Communication Interventions

| | |
|---|--|
| <p>Lego therapy – Relationship and Communication</p> <p>ELSA – Communication skills</p> <p>Nuffield Early Literacy Intervention (NELI)</p> <p>Time to Talk – Encouraging language vocabulary</p> <p>Language for Thinking</p> | <p>Friends for Life (Fun Friends) – Interaction</p> <p>Nessy Fingers – typing skills</p> <p>Colourful Semantics – Grammar and language structure</p> <p>First Call – Speech and Language</p> <p>WellComm</p> <p>Feelings Detectives</p> <p>Language for Behaviour and Emotions</p> |
|---|--|

Social, Emotional and Mental Health Interventions

| | | |
|--|--|--|
| <p>Emotional Literacy Support (ELSA)</p> <p>Lego Therapy</p> <p>Friends for Life (Fun Friends)</p> <p>Special Friends (for children with ASD)</p> <p>Grief and Loss / Bereavement Support</p> <p>Time to Talk / Socially Speaking</p> <p>Feelings Detectives</p> | <p>Relationship support</p> <p>Confidence</p> <p>Dealing with Emotions</p> <p>Friendship Anxieties</p> <p>Mindset</p> <p>Anger Management</p> <p>5-Point Scale</p> | <p>Self-esteem</p> <p>Trust</p> <p>Social Interaction</p> <p>Self-belonging</p> <p>Empathy</p> |
|--|--|--|

Sensory and/or Physical Needs Interventions

| | |
|--|---|
| <p>First Move – Motor skills intervention</p> <p>Sensory Circuits</p> <p>Sensory breaks</p> <p>Sensory materials (heuristic baskets)</p> <p>Balance bikes</p> <p>Dough Disco</p> | <p>Nessy Fingers – typing skills</p> <p>Personalised OT Programmes</p> <p>Physiotherapy sessions</p> <p>Touch Tronics</p> <p>Write from the Start Handwriting Programme</p> <p>Sensory Circuits</p> |
|--|---|

Independence Strategies

| | |
|--|--|
| <p>Quality First Teaching</p> <p>Differentiation</p> <p>Writing scaffolds and/or Word banks</p> <p>Manipulatives and resources</p> <p>Positives diary</p> <p>Daily organiser</p> | <p>ELSA support</p> <p>Lunch time and After school clubs</p> <p>Parenting Support through TAC meetings</p> <p>5 Point Scale</p> <p>Communication/Visual aids</p> |
|--|--|

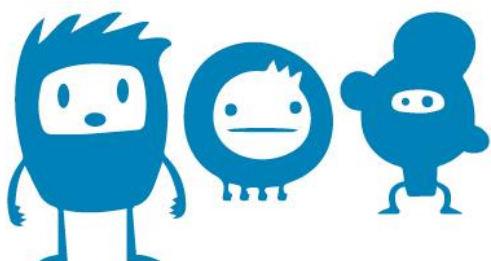


Who will support my child in school?

| Staff Member | How and Why? |
|---------------------|---|
| Class Teacher | <p>First point of contact and communication with parents</p> <p>Plans and delivers Quality First Teaching with adaptations, differentiation and challenge to encourage and support learning needs. Sets specific targets based on your child's needs.</p> <p>Is responsible for ensuring the intervention or booster is provided and its effectiveness is monitored.</p> |
| SEND Team | <p>Supports teachers in setting targets based on your child's needs and their gaps and/or barriers in learning.</p> <p>Observe teaching and learning and offer guidance.</p> <p>Monitors the effectiveness of interventions and boosters at regular intervals.</p> <p>Complete in-house assessments to identify learning needs.</p> <p>Complete referrals and liaise with professionals and agencies including Paediatrics, GPs and Speech and Language Therapists.</p> <p>Point of contact for parents of children with SEND via email or telephone.</p> <p>Meet with parents of children with SEND at least once per year for a consultation.</p> <p>Hold lead review meetings and complete relevant paperwork.</p> |
| Teaching Assistants | <p>Day to day support within the classroom within class tasks.</p> <p>May provide additional interventions, e.g.: handwriting, reading, maths.</p> <p>Take direction from the Class Teacher to support the targets set.</p> <p>May provide support for reading, spelling and maths in small groups additional to class support.</p> <p>Follow specific and structured programmes including Precision teaching, Dancing Bears, Toe by Toe on a 1:1 basis.</p> |
| Head Teacher | <p>The Head Teacher is responsible for the day-to-day management of all aspects of the school, this includes the support for children with SEND.</p> <p>Ensuring that your child's needs are met through effectively delegating responsibilities to the SENCO and Class Teachers.</p> <p>Keeping the Governing Body of the school updated about any issues in the school relating to SEND.</p> |
| Pastoral Team | <p>Leads wellbeing interventions sessions in all year groups. Can be whole class, small group or 1:1 session for an identified period of time.</p> <p>Delivers support out of the classroom to support children with social and emotional needs including the ELSA programme.</p> <p>Provide additional behaviour support for children with PSPs.</p> <p>Termly meetings with the SEND team to analyse and evaluate effectiveness and upcoming needs.</p> |
| Midday Supervisors | <p>The staff may provide support for monitoring and supporting children with varying needs. May facilitate children with social, communication and interaction needs through playground games, initiating play and supervision of smaller groups.</p> <p>Directed from the Class Teachers on targets and areas of need that need addressing.</p> |
| Administrators | <p>Will add and monitor the children's Special Educational Need to the central record (Integris) and inform secondary schools when transitions begin.</p> <p>Directed by the SEND Team.</p> |
| TAC Lead | <p>Support families in need.</p> <p>Arrange regular communication and source resources to support families.</p> <p>Manage links with professionals involved.</p> <p>Liaise good communication with Class Teachers and SEND Team.</p> |
| Inclusion Governors | <p>Oversee the provision of SEND. Attend Governor meetings</p> <p>Meet with the SEND Team to discuss and review provision on offer.</p> <p>Observe and visit classes whilst offering feedback of the practice seen.</p> |

Education Health Care Plan (EHCP)

Most children with SEND have their needs met with the strategies, provision and interventions put in place at school. Some children with SEND require further help and support than which requires additional funding. This would be recognised from following the Graduated Approach and several Plan-Do-Assess-Review cycles of intervention observing progress or behaviours not being met. This is when the school or parents meet regularly to discuss and at this point, consider applying for an Education Health and Care Plan. An EHCP is a legal document that describes the complex needs of a child with special educational needs. It explains the extra help that will be needed to meet those needs and identifies suggestions of how that help will support the child or young person to achieve what they want to in their life. The school or parents can apply for this needs assessment from the local authority. Liaise - a Special Educational Needs and Disability Information Advice and Support Service in Lincolnshire are an independent agency who can support parents in this process. Their information can be found through the Lincolnshire Parent Carer Forum [found here](#).

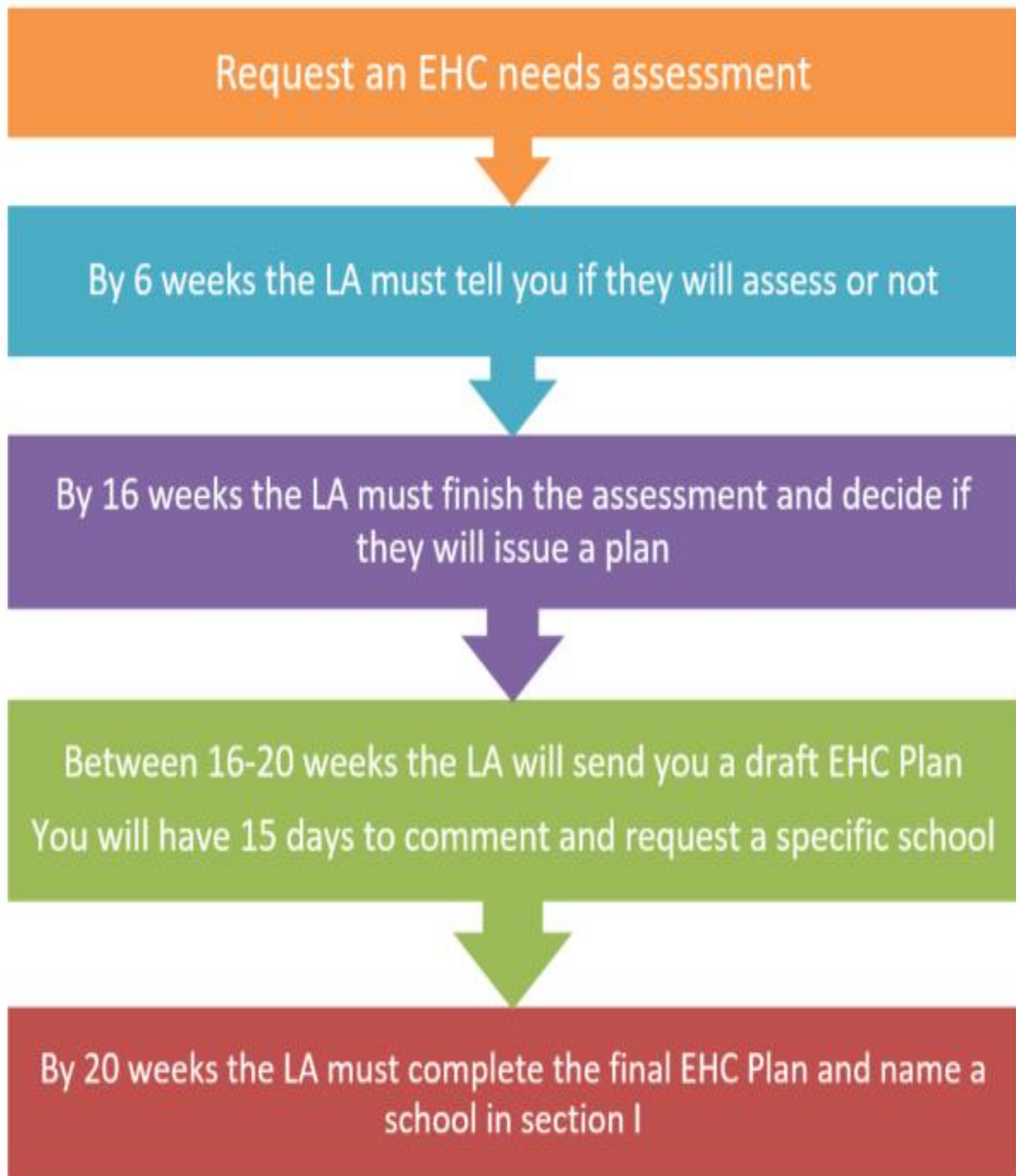


Once parents or the school have sent in the request to the Local Authority (with a lot of information about the child, including information from parents, school and professional reports), the Education Health Care hub will decide whether they think an assessment should go ahead. If the decision is not to carry out an assessment, they will ask the school to continue with school-based support. If the decision is to carry out an assessment, there will be a meeting where all the professionals involved along with parents outline the child's needs. Further reports collected from observations or additional assessments directed from the local authority. Following this, the SEN panel will consider all the information carefully and decide if a child's needs are severe, complex and lifelong. If this is the case, they will create the EHC Plan. If not, they will ask the school to continue with school-based support and also set up a meeting in school to ensure a plan is in place to ensure the child makes as much progress as possible. You, the parents, can talk with the local authority about the reasons for the decision. The school are supportive of the families throughout this process and can offer guidance and advice and direct to agencies and support as needed.

If a child has an EHCP at Denton and Harlaxton schools, they will have specific targets to support them in achieving learning at a level appropriate to them. This is called an Individual Support Plan (ISP) which the teacher and SEND team review termly and is shared with parents. We aim to include support through differentiation and guidance from a Teaching Assistant to meet the EHCP outcomes, although sometimes, a personalised curriculum may be needed if the child's needs are significantly different to the cohort. By tracking termly, we can monitor progress towards the EHCP which supports at the annual review meeting, discussing next steps. The annual review is a legal process where the professionals working with the child are invited to meet to review the targets outlined and if needed, amend, and adapt. At this point, parents or the school may discuss whether the school is meeting the needs of the child, and if not, alternative provision is discussed, or further funding can be requested.



The EHCP application Process



Training and Experiences

As a federation, all of our Teaching Assistants hold a Level 3 qualification as a minimum which means they have the skills and knowledge to support all children within the class. All staff are encouraged to work with all learners, teachers and support staff are flexible and adaptable in working with children, adapting the task to support the needs that may arise. We support and encourage training for all our staff to grow their skills sets which also allows flexibility for staff movement and cover staff absence. We offer regular training throughout the school year, either independent training whether safeguarding, SEND or specific twilight training. This can be delivered in house or using a Professional or agency to support us. We also share training and workshops with parents for their development on an area of SEND or need for their children and family. We find resources and webinars from The Contented Child to have been helpful. Follow [this link](#) for further information.



Designated Safeguarding Leads

Mrs Edwards, Mrs Orme, Miss Hailes and Mrs Whitworth are our Designated Safeguarding Leads who have all undertaken the Child Protection training following the Lincolnshire 6-Year Safeguarding pathway.

Staff training:

Specific needs

- Attachment Disorder
- Autistic Spectrum Disorder
- ADHD
- Dyslexia
- Behaviour and Trauma

Interventions

- Precision Teaching
- Colourful Semantics
- Sensory Circuits

Medical

- Use of Epi-Pen (refresher Sept 2022)
- Asthma
- First Aid (Paediatric for all staff working in EYFS)

Wellbeing / Mental Health

- Positive Handling
- Grief and Loss
- Friends - Fun Friends Programme
- Lego Therapy
- ELSA
- Feelings Detectives
- Emotion Coaching

Safeguarding

- Up to date with Safeguarding following the 6 Year Pathway
 - Toxic Trio
- PREVENT



Professionals and Agency Supports

In Lincolnshire we have access to some Local Authority agencies; although there can be a long wait list so, as a Federation, we buy into a range of Private Professionals too. Professionals we use are:

| Name and Profession | Reason for involving them |
|--|--|
| Educational Psychologists: | Assessments for learning; emotional and wellbeing support, behaviour needs Observations and meetings with parents and teachers Target Setting and Training Support with assessments for an EHC Needs Assessment |
| The Working Together Team (Autism support): Sam Pittock | Suggest strategies to support social and communication in the classroom Support with transitions including secondary schools Training opportunities |
| Speech and Language Therapy Service: Various | Assessment of speech and language difficulties Offer resources to support school in meeting needs Direct teaching and program advice through therapy sessions |
| Occupation Therapy Team: Various | Ins school, we can offer support for children with EHCP with Occupational Therapy (OT) following specific programmes to meet their motor needs |
| Physiotherapy Team Various | Assessment of physical needs, implementation of programmes along with training for delivery in school for children with EHCP |
| Specialist Teacher: ABCDyslexia: Dawn Bradshaw | Assessment of learning difficulties in English and Maths; including the identification of Dyslexic traits Observations and support with curriculum areas and learning behaviour Support with Target setting and guidance for Teaching Staff |
| Behaviour Outreach Support Service (BOSS): Various | Observations to support pupils with personal, social and emotional difficulties Support with behaviour plans and Pastoral Support Plans (PSPs) Training staff Class and small group workshops Work closely with the Pupil Reintegration Team |
| Healthy Minds: Various | Workshops for children Parent guidance Training and webinars for teaching staff and parents |
| Paediatricians: Various | Support with medical diagnosis such as ADHD and ASD Identify supports and strategies to support in class |
| Restorative Practice: Various | Support schools with Pastoral Support Plans Meetings with parents, school and children Training and strategies |
| Ethnic Minority and Traveller Education Team (EMTET): | Support for schools in with pupils from Ethnic Minorities and Traveller backgrounds. Training and Guidance for Schools |

Behavioural Needs

Positive behaviour in schools is essential, and we have a Behaviour Policy which can be accessed on the school's website. Some children may have challenges with their behaviour. Behavioural disorders involve a pattern of disruptive behaviours in children that do not improve with support and intervention. It can cause problems in school, at home and in social situations. Many children show behavioural outbursts, but how children cope with these emotions determines whether a child can manage their feelings. For children struggling



with their behaviour, we monitor using our Individual Behaviour Plan (IBP). We hold regular meetings with parents, discussing the needs and making suggestions, target and strategies to overcome these. Should these behaviours continue, we would then follow The Lincolnshire Ladder of Intervention is a pathway. This is a service used by our schools, should a child display continuous challenging behaviours that do not improve with early interventions such as an Early Help Assessment (EHA) and strategies that the school can offer. It is usually used if a child is at risk of exclusion. Many of our staff are trained in Positive Handling to manage disregulated behaviours. The staff can use strategies which defuse these behavioural outbursts and create safety.

There are four steps to the Lincolnshire ladder.

Step 1 - Pastoral Support Plan

The Pastoral Support Programme is a process which is put in place when children are failing to engage positively with learning. If a child is struggling to manage their behaviours and interventions have yet to be successful, the school may open a Pastoral Support Plan (PSP). Regular meetings will be held with parents, Class Teachers and the pupil where targets are set and reviewed. Along with specific strategies and intervention, we aim to manage the unwanted behaviours and support the child in making correct choices and increase their resilience. It is important to allow the pupil time to demonstrate progress and review. Further support can also be sought from a Pupil Reintegration Team (PRT) caseworker if required.

Step 2 – BOSS Consultation

If after 12-16 weeks of following PSP improvements are not seen schools can book a consultation with BOSS (Behaviour Outreach Support Service) via the PRT caseworker. In the consultation behaviour specialists will advise schools on further strategies to implement and will make a decision as to whether they are eligible for further support from the BOSS Team.

Step 3 - Behaviour Outreach Support Service

If further support is required the BOSS consultant will work with school, parents and the child to implement a Behaviour Intervention Plan (BIP). This aims of the BIP is to reduce the risk of exclusion and develop positive outcomes for the child. BOSS will visit the school to observe the child, suggest strategies to assist and meet with parents to support a holistic approach to help the child. The BIP will show clear steps and targets to increase pupil wellbeing and encourage fewer instances of classroom disruption.



Step 4 - Intervention placement

Should things continue to escalate and there is a risk of exclusion, schools may, with parental permission, submit a referral to the Pupil Referral Unit (Springwell Academy) for a temporary 16-week placement. The PRU work closely with the child's school and parents in developing positive outcomes for the child. The child is supported in regulating their emotions and behaviours before being reintegrated back into their mainstream classroom.



Curriculum

We are proud of our Project Based Learning Curriculum enriching a quality creative curriculum over a two-year cycle in all years. We thrive to give children a balanced and broad coverage and encourage their strengths in all aspects of the National Curriculum. We encourage the phase teams to share planning and utilise each other's expertise. We undertake regular Pupil Voice questionnaires to see which topics are successful, also we stem the learning from the children. Our curriculum is reviewed and monitored to refresh and make sure there are high-quality authentic outcomes that are meaningful to the children.



School Visits



We aim to include a visit each term for all classes to enhance the provision we offer. It is important to develop children's life experiences which, such as visiting a stately home in Key Stage 1 and exploring a World War II camp in Key Stage 2. For children with additional needs, a Risk Assessment is carefully written to ensure equality to include all children. If you have any concerns, please contact your Class Teacher as sometimes we may ask additional adults or parents to support them on educational visits.

Extra-Curricular Activities

When possible, both schools offer a range of clubs and activities during lunch time and after school. We are passionate about offering a range of experiences to our children on skills they wish to explore from sport to craft. We also offer Forest School in Reception and as a lunchtime club for other year groups, where the children spend time making mudpies, investigating the garden and taking part in bug hunting.



As well as these clubs, both schools offer affordable wrap-around care until 6pm each day - Breakfast clubs run at each school and After School Club at Harlaxton. Transportation is available for children at Denton to attend Harlaxton. All children are welcome at a small cost. Please find further information on the school's websites.

Community



Our children take great pride in supporting our local community, both villages and town. Through the Eco-Council, they enthusiastically participate in village litter-picking, helping to keep our surroundings clean and welcoming. Children also have opportunities to bring joy to others by singing and performing, whether at care homes or in the town centre, celebrating special events and spreading happiness throughout the community. All activities are inclusive, ensuring every child can take part and contribute in their own unique way. Additionally, our pupils proudly represent the school in sporting events, demonstrating teamwork, determination, and school spirit through competitions but also embracing new sports, skills and challenges.

Reading

As a federation, we value reading and encourage daily reading through the sharing of good quality literature within our projects and lessons and exploring class stories daily. Children have access to a range of quality books that are shared at school and home through a scheme for early readers, following the Read Write Inc. synthetic phonics programme and a library full of well-known authors for the more able / free readers.



As an incentive for the children to encourage a love of reading, they can earn a bonus house-point for reading at home at least four times per week. For every ten house-points, a small prize is given! Children may get additional opportunities in school to read and those that have challenges with reading may become 'priority readers' to give them additional opportunities to share stories with an adult. Parents support with reading has a significant impact upon a child's progress and development.

Adapting Learning

It is imperative that children feel supported yet challenged within their learning. Adaptations are important for all children, especially those that have challenges that prevent them from learning at the same pace as their peers. Using a variety of teaching styles helps to engage and secure learning.



Modelling and scaffolding from the teaching staff creates confident and independent learners. Heavy use of manipulatives (resources) are used in all subjects in all year groups. Holding things and real-life, quality experiences enable good quality learning.

Communication, Sharing and Review of Needs

If you or your child, have any worries or concerns, we offer an open-door policy. Class Teachers are available each morning on the gate at drop-off times. Alternatively, you can email the school office to arrange a face to face meeting or telephone conversation – enquiries@harlaxton.linsc.sch.uk. You are always welcome to speak with the headteacher if needed. In addition to this, the school arrange regular communication methods to share progress and attainment, your children's targets as well as some personal strategies, including:

| | |
|------------------|--|
| Autumn Term 1 | SEND team offer drop-ins to meet with parents of children with SEND. |
| Autumn Term 2 | Parents Consultation with Class Teacher feeding back on progress and support in place. |
| Spring Term 2 | Parent Consultations with Class Teacher feeding back on progress and support in place. |
| Summer Term 2 | Formal written Report from the Class Teacher identifying assessment data and targets. |
| Teacher Feedback | As and when – morning or afterschool by conversation or email to arrange a telephone conversation. |

| | |
|---------------------------------|---|
| Annual Review | A child with an Educational Health and Care Plan (EHCP) are formally reviewed at least annually based upon their targets and outcomes within the plan. These can be amended at these meetings and review whether the school is meeting the need for the child. |
| Home School Communication books | Some children may have daily communication books that are shared with school and home. |
| As needed | Parents can contact the SEND team as and when they need support. Mrs Harper and Mrs Makey will be on hand all week. Via the telephone: Denton – 01476 870649 Harlaxton – 01476 561077 Or email direct: sendco@gracefederation.co.uk |

Teachers will not wait until Parents Consultations or report to tell you that they are concerned. They will arrange to speak to you as soon as a concern arises. We want to work as a team to benefit the children. If you ever feel that a problem has not been addressed, speak to the headteacher who can investigate further.



Attainment and Progress

Teachers use a range of Teacher Assessments as well as formal test materials. We assess progress at least three times per year to track attainment using the National Curriculum and Early Years Foundation Stage guidelines. This supports in ensuring children are monitored regularly and if there are any gaps or they are 'falling behind', relevant support can be put into place promptly. We assess against the National Curriculum objectives that are taught, however if a child is making slower steps of progress, we will use Pre-Key Stage to review. As well as regular Maths and English assessments we also track Reading and Spelling Ages. This helps identify whether children have the basic skills to read and write. Formative assessments are undertaken more frequently to ensure children are on track and are retaining the learning.

The School Environment

Denton CE School is a small village school and there are three-mixed year classes; Class One: Reception, Year 1 and Year 2, Class 2: Year 3 and Year 4. Both these classes are in the main building and Class Three: Year 5 and Year 6 in a portacabin. Due to the age of the building, there is limited disabled access and facilities available. Additional to the main building, there is a mobile building which forms as another classroom that does not have ramp facilities or access for wheelchairs. We have limited spaces out of the classroom for quiet zones other than corridors to the toilets and no access to a hall or gathering spaces.

Harlaxton CE School again is also a small village school, although slightly larger with seven, single-age classes. This school does have and a few additional facilities including some wheelchair access throughout the building and some disabled facilities at present, but limited intervention spaces and small learning environments.

Attendance

As a school we will work with you to support you and your child in attending school every day. It is important for children to have well established routines and to be punctual each day as this helps to develop their pride and self-esteem. We have many rewards for regular attendance, from stickers to prizes. If we have concerns that your child's attendance is dropping, we will arrange an Early Help Assessment meeting to see if further family support can be offered to support with family circumstances, this includes offering strategies, advice and resources such as visual timetables, organisers, behaviour management or signposting/engaging further professional support including Early Help Workers.



Disability

The Equality Act 2010 states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities*. A physical or mental impairment includes:

- Learning difficulties
- Medical condition – including Epilepsy, Diabetes, more severe forms of Asthma, and Eczema
- Specific Learning Difficulties such as Dyslexia
- Autistic Spectrum Disorder
- Sensory Impairment
- Speech and Language impairments
- Communication impairments
- Gross or Fine Motor disabilities or other physical needs



Looked After Children

We have high aspirations for all of our children and research shows children in care or post care through Fostering, Adoption or a Special Guardianship Order are unlikely to meet their full academic attainment. Not all children who are looked after (LAC) or post looked after (PLAC) are identified with special educational needs, however, may have emotional needs as a result of their experiences. Children that are looked after and are living in local authority care, most likely out of their home country, will have support from Virtual Schools where regular meetings are held to discuss progress and wellbeing for the child in need. Targets will be established and monitored in the form of a Personal Education Plan (PEP).



English and An Additional Language (EAL)

Both our schools recognise that the development of a robust vocabulary is essential for all children. We know that for our children with EAL, they are not only learning English, but are required to learn through English, and so we take additional steps to ensure that they are equipped with the vocabulary they need to succeed. For all children, having a vast vocabulary is a powerful part of their academic success in later life and we therefore prioritise the instruction of vocabulary in every aspect of our curriculum. Liaising with Ethnic Minority and

Traveller Education Team (EMET) will help staff in delivery of quality education, guidance and also training and support.

Transitions

We recognise when children transition, whether moving to us or moving from us, it can be a challenging time. As a school, we communicate with the nursery, school or education setting and take the steps to ensure that the process is as smooth as possible.



If your child is moving on to another school and has additional needs, the SEND team will contact the school to inform them of any special arrangements that are in place. All documentation is shared including professional reports and Pupil Passports where relevant so they are then able to meet the needs effectively.

When a child is moving classes within the school, the headteacher will write to inform you of the class teacher and teaching staff and we have transition meetings / move up sessions. For children with additional needs, we can discuss the range of strategies we can implement and put an agenda together. As well as this, there is a new-class transition booklet with photographs of the staff and classroom and a little information to prepare the children for the new term. These can be found on the class pages.

For Year 6 children that are identified on the SEND register, the SEND team and Class Teacher liaise with the secondary school SEND team to share and discuss the specific needs of each child. Children not on the SEND register in Year 6 will also have a transition meeting with the Year 7 representative where the class teacher will share any relevant information, concerns, strategies that work/don't work.



We have strong links with both Nurseries and Secondary Schools. To ensure a smooth transition we:

- Share relevant paperwork with the transferring setting, from historical intervention records, medical information, or Child's learning journey from Nursery.
- Complete transition booklets.
- Organise visits and meetings, for both children and staff.
- Sharing of information between staff.
- Invite the SENDCo from the transferring setting to come to meetings
- As well as attend meetings.
- Involve professionals involved with your child.
- Arrange Early Help Assessments (EHA) and manage Team Around the Child (TAC) meetings to support transitions.
- For reception starters, we would hold a taster session where the children can interact with their peers and the environment to become familiar as well as a meet and greet session where you meet your child's class teacher and teaching staff and SEND team. We would share information about how the school runs, the order of the day and a chance to visit your child's class

How can I access support for myself and my family?



Useful organisations recommended by us include:

| Organisation | Telephone | Website / Email |
|--|---------------|--|
| Family Service Directory and Local Offer | 0800 195 1635 | https://www.lincsfamilydirectory.org.uk/kb5/lincs/fsd/home.page |
| Lincolnshire County Council Support and Aspirations | 01522 554673 | www.lincolnshire.gov.uk/parents/support-and-aspiration/ |
| Parent Partnership | 01522 553351 | www.lincolnshireparentpartnership.org.uk |
| Parentline Plus | 0808 800 2222 | www.parentlineplus.org.uk |
| PAACT (Autism Support) | | paactsupport@hotmail.co.uk |
| Lincolnshire ADHD Support | 01522 539939 | E: lincoln.adhd@btconnect.com |
| Group Equality for Minority Communities | 01427 787190 | E: emc_lincs@lincolnshire.gov.uk |
| Family Action | 01522 69010 | E: lincoln@family-action.org.uk |
| Lincolnshire Centre Grief & Loss | 01522 546168 | |
| Grantham Autistic Information Network | | www.gain-grantham.co.uk/ |
| Parent Carer Forum | 07925 232466 | www.lincspcf.org.uk/# |
| Casey Counselling | 01636 704 620 | https://www.casy.org.uk/contact-us/ e: office@casy.org.uk |
| Kooth – Online free counselling support for children age 11 and over | | https://www.kooth.com/ |
| LIAISE | 0800 195 1635 | e: liaise@lincolnshire.gov.uk |



Footnote

If you require any further support, please contact your child's class teacher as the first port of call, but please do not hesitate to contact the SEND Team.

Mrs Harper or Mrs Mackey – sendco@gracefederation.co.uk

Denton 01476 870649 / Harlaxton 01476 561077

Glossary of most used acronyms used when discussing educational needs

| | |
|---------------|---|
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit and Hyperactivity Disorder |
| ASD | Autistic Spectrum Disorder |
| BOSS | Behaviour Outreach Support Service |
| CAF | Common Assessment Framework |
| CAMHS | Child & Adolescent Mental Health Service |
| COP | Code of Practice |
| CP | Child Protection |
| DCD | Developmental Co-ordination Disorder |
| EAL | English as an Additional Language |
| EBSS | Emotional and Behavioural Support Service |
| EP | Educational Psychologist |
| EYFS | Early Years and Foundation Stage |
| UFSM | Universal Free School Meals (all children in Reception – Year 2 entitled to a school meal) |
| FSM | Free School Meals – in receipt of benefits / low income household |
| HI | Hearing Impairment |
| ISP | Individual Support Plan |
| KS1 | Key Stage 1 (Years 1 and 2) |
| KS2 | Key Stage 2 (Years 3, 4, 5 and 6) |
| LEA | Local Education Authority |
| LAC | Looked After Child |
| PLAC | Post Looked After Child |
| LSS | Learning Support Service |
| MLD | Moderate Learning Difficulty |
| NC | National Curriculum |
| OT | Occupational Therapy |
| PSP | Pastoral Support Programme |
| SEST | Sensory Education and Support Team – Working alongside Hearing and Visual Impaired children |
| SALT | Speech & Language Therapy |
| SEND | Special Educational Needs & Disability |
| SENDCO | Special Educational Needs and Disability Co-ordinator |
| SPLD | Specific Learning Difficulty |
| TA | Teaching Assistant |
| VI | Visual Impairment |
| VP | Vulnerable Pupils |

